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ABSTRACT

This guidebook is written for those who question the process of earning credit for experience and what knowledge and skills might lead to a credit award, and should assist educators who are approached for accreditation of knowledge and skills learned on a Comprehensive Employment and Training Act (CETA)-funded job. There are five sections: the first explains what CETA is, how it operates, the CETA structure, and answers to questions often asked about CETA: the second explores the value of a credential and how it can benefit someone seeking a job or a promotion: the third gives examples of CETA work experience that high school students might have and how that experience could be made creditable: the fourth discusses the process of earning postsecondary credit for work experience and lists some ingredients of creditable experiential learning: the fifth gives examples of CETA work experience that hold potential for a credit award from a technical institute or college. The ultimate decision of what is and is not creditable is made by the educational institution. For information on the policies followed by Wisconsin's educational institutions when assessing experiential learning, the reader is referred to the companion guidebook, Granting Credit for Work Experience. (Author/GK)

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Earning Credit for Work Experience

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A Guide to Job Experiences of CETA-Funded Employees

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EARNING CREDIT FOR WORK EXPERIENCE

A Guide to Job Experiences of CETA-Funded Employees

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INTRODUCTION

Earning credit for work experience sounds like a good idea. But how is it done and what makes learning from one job creditable and another job not creditable? Why is a credit award desirable? What does it mean to a CETA-funded employee? Shouldn't he or she be more interested in a job than credit? These are some of the questions this guidebook attempts to answer. It's meant to draw a picture of what a creditable experience looks like and to suggest how to increase the credit potential of a job.

Earning Credit for Work Experience resulted from a year-long research project designed to explore the potential of employees earning academic credit for knowledge and skills acquired during their work experiences under the Comprehensive Employment and Training Act (CETA). The research was funded by the Governor's Employment and Training Office and carried out by the Office of Educational Research and Development at the University of Wisconsin-Green Bay.

During the course of this research, interviews were conducted with 200 CETA-funded employees, 45 of their job supervisors, and representatives of 51 Wisconsin postsecondary schools, 106 secondary schools, and 13 proprietary schools.

Knowing how work experience can lead to academic credit should be useful to CETA program operators who set up work experience programs with profit and nonprofit employers. Earning Credit for Work Experience is also written for CETA job coaches who place CETA-eligible employees in work experience programs and have the opportunity to match employees interested in earning academic credit with those worksites where there exists a potential for acquiring

creditable knowledge and skills. This guidebook is also written for CETA employees who are curious about the process of earning credit for experience and what knowledge and skills might lead to a credit award. Parts of this guidebook, for example, the explanation of how CETA works and the examples of CETA jobs, should assist educators who are going to be approached for accreditation of knowledge and skills learned on a CETA-funded job.

The first section of this guide explains what CETA is and how it operates. It diagrams the CETA structure and answers questions often asked about CETA. What's the purpose of CETA? How are local programs funded? Who is eligible for a CETA job? How are work experience programs arranged with employers? Of what benefit is it to the employer? How long does a CETA job last?

The second section explores the value of a credential and how it can benefit someone seeking a job or a promotion. This section also discusses the rationale for linking CETA job experience with academic credit.

The third section gives some examples of CETA work experience that high school students might have and how that experience could be made creditable.

The fourth section discusses the process of earning postsecondary credit for work experience and lists some ingredients of creditable experiential learning.

The fifth section gives examples of CETA work experience that hold potential for a credit award from a technical institute or college.

The information in this guidebook should not be considered the final word on earning credit for experience. The examples given are just that--examples. It would not be possible to list every job

activity that might lead to a credit award. In addition, new work experience programs are constantly being arranged with different jobs and different employers. It must also be remembered that this is a guidebook. The decision of what is creditable and what is not creditable is made by the educational institution. For information on the policies followed by Wisconsin's educational institutions when assessing experiential learning, we refer you to the companion guidebook, Granting Credit for Work Experience.

Chapter 1

CETA AND CETA JOBS

Before discussing how credit might be earned on a CETA-funded job, it is helpful to understand the operation of CETA and the types of jobs CETA participants are likely to hold.

CETA refers to the Comprehensive Employment and Training Act. Its provisions have been amended and extended since it was passed by Congress in 1973.* CETA results from earlier legislation directed toward the economically disadvantaged, specifically, the underemployed and unemployed. The act provides for the federal government to supply funds to state and local governments for employment and training programs. These programs are intended to increase the income of the economically disadvantaged and to train the unskilled or underskilled. CETA provides temporary, subsidized jobs and job training to the unemployed who are eligible for its programs. CETA's goal is to prepare participants for unsubsidized employment.

Administrative Structure

CETA administration is decentralized. Federal funds are channeled to local organizations and political units which design and administer employment and training activities. These local governments and agencies serve the people who live in their immediate service areas or jurisdictions. The structure allows local units to tailor programs to

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*CETA amendments are Public Law 93-203, 87 Stat. 839; Public Law 93-567, 88 Stat. 1845; and Public Law 94-444. The 1978 amendment and reauthorization is Public Law 95-1325.

residents and their needs. This decentralization fosters a great diversity of programs, and a program that is typical in one community may be atypical in another.

For a description of how CETA is structured in Wisconsin and a glossary of CETA terms, see Appendices A and B.

CETA Programs

CETA's decentralized structure and diversity of people served lead to a variety of programs. Some type of skill training is present in most programs, whether in the classroom or on the job.

Sometimes CETA funds a particular course for its participants. Other times it may award an educational grant to an individual. Examples of the types of classroom training CETA provides are basic or remedial education, language skills, vocational or technical training and job-seeking skills.

On the job, CETA may provide up to 18 months of training. Participants are placed at worksites in both public and private sectors. Worksite employers receive some reimbursement for the training they provide and for related costs.

CETA also provides work experiences for youth. In addition to providing work experience, these programs often are intended to keep the youths in school and to reduce drop-out rates. People who drop out of school are relatively unskilled and at a disadvantage in the job market. Through participation in some programs, students may earn high school credit.

In general, CETA programs provide, singly or in combination, jobs, training, and education to eligible participants. Programs vary in their structure and serve diverse groups.

Who is Eligible?

Who is eligible for a CETA-funded job? The high school dropout who never obtained job training is eligible. Also eligible is the person living in an economically depressed area who hasn't been able to find a job in his or her field, the displaced homemaker and the person whose personal problems have precluded him or her from holding a job. The handicapped, racial or ethnic minorities, disabled or Vietnam veterans, single parents and workers over 55 years old are other eligible groups.

What's a CETA Job?

Examining the nature of CETA jobs reveals more similarities than differences between CETA jobs and non-CETA jobs. CETA jobs are intended for the unemployed and underemployed, to provide training, experience and a foot in the door of the job market. The jobs themselves are much the same as non-CETA jobs.

CETA jobs cover a wide area of the employment map. They stretch from a water quality specialist to a secretary, from a teacher's aide to a log splitter, from a sausage maker to a mechanic, from a lens technician to a carpenter. Almost any job can be a CETA job. However, certain job categories contain more CETA participants than do other categories. A study of the job activities of 200 CETA participants during 1980 revealed that it is much easier to locate CETA participants working in jobs classified as professional, technical, managerial, clerical and service.

Because of the purpose of CETA, jobs are generally at the entry level. They are beginning jobs where CETA employees can master skills to work their way into unsubsidized employment. The survey on which this guidebook is based reveals that 81% of the 200 CETA employees

interviewed feel they have learned skills that would be useful in a permanent job. These skills may be as elementary as the importance of getting to work on time. They may be personal skills such as tact, communicating effectively, working more accurately, teaching others and supervising others. Or they may be more technical skills such as blueprint reading, editing a newsletter, welding, repairing TV sets, or operating some type of equipment, for example, a turret lathe, typewriter or hand tools.

In addition to developing skills, some CETA employees may read a variety of materials that increase their knowledge. Some of these materials have been textbooks on child development, psychology and personnel management, art journals, field guides, state and federal statutes, land use pamphlets, food-buying guides and various machine operating manuals.

Some CETA workers also participate in courses, seminars or workshops. Some examples of these events are bilingual language conferences, rehabilitation workshops, social service workshops, brochure design workshops, accounting seminars, secretarial seminars, Department of Natural Resources seminars, child care courses, tool seminars and welding classes.

When examining the job titles and activities of CETA employees, the distinction between CETA jobs and non-CETA jobs blurs even further. To get an accurate picture of the variety of jobs included within the occupational categories used by the United States Department of Labor, it helps to review the actual job titles and activities of CETA workers. It's not possible to list all job activities performed by CETA employees. Nor is it possible to list typical job activities because of the breadth of CETA jobs.

Interviews with 200 CETA participants unearthed a variety of job titles in each of the major Dictionary of Occupational Titles (DOT) categories. The following titles give the flavor of job titles held by CETA participants employed in various categories.

Professional, Technical and Managerial Occupations

- Asst. Volunteer Coordinator
- Clients Service Aide
- Conservation Technician
- Development Activities Program Aide
- Drafting Technician
- Information and Referral Assistant
- Media Aide
- Personnel Specialist
- Project Director
- Public Relations Intern
- Recreation Leader
- Safety Service Program Aid
- Case Manager
- Community Educational Specialist
- Counselor Coordinator
- Draftsman
- Environmental Analyst
- Lab Assistant
- Library Trainee
- Public Health Intern
- Radio Hostess
- Resource Aide
- Sewer Inspection Aide
- Teacher Assistant
- Shift Supervisor

It's evident from the diversity of the above list that there are no typical job activities for the professional, technical and managerial occupations. Some of the job activities listed by workers are planning work schedules, writing reports, supervising others, dealing with governments, teaching or training others, hiring personnel and managing budgets.

Clerical and Sales Occupations

- Administrative Secretary Assistant
- Cashier
- Clerk-Typist
- Switchboard Operator
- Data Entry-Key Puncher
- Fuel Assistant
- Program Interviewer
- Game Room Assistant
- Typist
- Home Repair Coordinator
- Library Technician
- Office Manager Secretary
- Office Worker
- Tools and Material Coordinator

Although many of the job titles in the clerical and sales category are similar, job activities may vary greatly. (Actually the same is true for many job titles in all categories.) The complexity of task often differs as does the level of responsibility. Some of the job activities listed by workers in clerical and sales categories are operating office equipment, filing and setting up filing systems, correcting grammar and spelling, typing, composing letters, keeping personnel records and using data processing equipment.

Service Occupations

Assistant Building Engineer	Cook
Barber	Gallery Guard
Child Care Worker	Housekeeper
Teacher Aide	Laborer
Cleaner	Maintenance Assistant
Dietary Aide	Meat Cutter
Firefighter Trainee	Food Service Worker

Job activities in the service category can also vary within and across job titles. Some examples of these activities are cutting and grinding meat, using firefighting equipment, preparing meals, supervising children, making children's play materials, teaching children hygiene, how to play and arts and crafts.

Agricultural, Fishery
Forestry and Related Occupations

Animal Husbandry	Land Use Technician
Animal Care	Log Splitter
Arboretum Worker	Maintenance Laborer
Environmental Aide	Naturalist
Forestry Worker	Tour Guide
Groundskeeper	

Some job activities listed by workers in the agricultural, fishery, forestry and related occupations are developing slide programs, giving tours, developing a volunteer naturalist program, updating zoning maps, responding to questions from the public regarding flood control and snowmobile trails, selling concessions, maintaining arboretum grounds, cutting wood, feeding animals and pruning trees.

Processing Occupations	
Casting Molds Worker	Service Station Attendant
Lift Driver	Handy Man
Sausage Maker	Spice Mixer

Job activities listed by workers in the processing occupations include making sausage, cleaning coolers, driving lift trucks, sorting lumber, operating saws, servicing liquid propane gas tanks, mixing fertilizer and setting up casting molds.

Machine Trades Occupations	
Coin Machine Mechanic	Printing Trainee
Machine Operator	Spinner-Dyer
Machine Tender	Turning Worker
Machinist	Utility Worker

Variety also exists in the machine trades category. Some examples of job activities are setting up machines, checking machine parts with instruments, performing minor maintenance on machines, reading blueprints, laying out work, performing maintenance on car engines, setting type and setting up negatives to make plates.

Benchwork Occupations	
Assembly Worker	Hard-Goods Pricer
Electronics Technician	Lens Technician
Hand Sewer	Workshop Aid

Some activities of workers in the benchwork occupations are reconditioning and repairing TV sets, repairing stereos, preparing woodwork shop for operation, cleaning and oiling woodworking machines, finishing and polishing lenses, wiring lamp fixtures and sewing garments.

Structural Work Occupations	
Assistant Group Supervisor	Home Maintenance Worker
Carpenter	Lead Worker
Dry Waller	Weatherization Worker
Facility Repair Worker	Welding Assistant

Activities in the structural work occupations include welding, setting up machines, cutting metal, doing carpentry work, wiring lights, fixing furnaces, repairing plumbing, paneling walls, rebuilding engines, insulating homes, painting homes, building picnic tables and hauling snow.

Miscellaneous Occupations	
Assistant Flash Operator	Materials Handler
Bookmobile Driver	Packager
Human Service Aide	Road Maintenance Worker
Maintenance Worker	Silk Screening Aide

All the jobs that don't fit into any of the first eight classifications find their way into the miscellaneous category. Consequently, there is even more variety among job activities in this category. Some of those job activities are assisting customers with silk screening, driving a bookmobile, delivering food to schools and stacking pizza crusts.

Examination of CETA jobs reveals few differences between CETA and non-CETA jobs. They're generally entry-level jobs that provide training for a short period of time to unemployed and underemployed persons. What mainly differentiates them from non-CETA jobs is their short-term nature and, of course, that they're government subsidized.

Chapter 2

VALUE OF EDUCATIONAL CREDENTIALS

A transitional work experience such as CETA provides can be helpful to a person seeking a permanent job. Employers want some indication of job performance and successfully completing an 18-month CETA-funded job can offer valuable evidence of potential success. Employers want to hire people who can perform well on the job.

Why should anyone care about whether a CETA participant gets degree or diploma credit for the CETA work experience? A credit award can move a person closer to a credential. Despite current talk about the relative meaninglessness of a credential ("it's one's abilities rather than a piece of paper that land and hold a job"), statistics bear out the value of a credential. If credit for CETA work experience can be arranged, more CETA participants may be moved toward a credential, which can open employment doors for them.

Educational Attainment

Educational attainment is increasing for the average worker. On the whole, workers are more educated than they once were. The average number of years of schooling for persons in the labor force rose from eleven years in 1952 to twelve-and-a-half years in 1976.[1] This trend toward higher educational achievement may have two effects. First, it might be expected that the majority of jobs are held by persons who have at least a high school diploma. Second, it might be expected that people whose educational attainment does not keep up with the national average will be at a disadvantage in the job market. Let's look at some employment statistics that support these conclusions.

According to The Condition of Education, farm workers comprise the only group in the labor market for whom a high school diploma is not standard. The majority of all other workers have a high school diploma. It might further be noted that almost 40% of clerical and sales workers have had some education beyond high school. Among professional, technical, and managerial workers, more than two thirds have participated in postsecondary classes or earned advanced degrees.[2] Over the years workers have been attaining ever higher levels of education. Thus a trend toward acquiring more education is evident in the workforce. Projections indicate that by 1985, 20% of the labor force will be college graduates.* Because more people are more educated, employers can logically expect and realistically demand a higher level of educational achievement from their employees. Under these circumstances, it would follow that a larger number of the less educated are likely to be unemployed.

Unemployment and Educational Attainment

Higher educational attainment correlates positively with employment. In general, the higher the education, the greater the likelihood the person is employed. Conversely, the lower the educational attainment, the greater the chance the person is unemployed. This is graphically illustrated in Table 1.

High school or elementary school dropouts, as a group, are the least likely to be employed. According to the table, the unemployment

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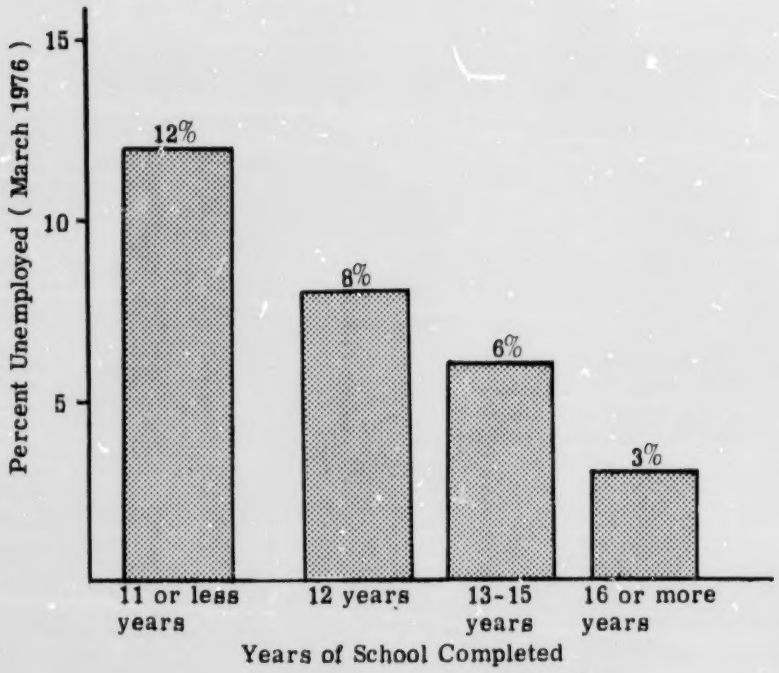
*In 1952, 7.9% of the labor force were college graduates; and in 1976, 16.5% had earned a degree. These figures are reported by the U.S. Bureau of Labor Statistics. See endnote 1.

Table 1. Unemployment and Educational Attainment



Source: U. S. Bureau of Labor Statistics, Occupational Outlook Handbook, 1978.

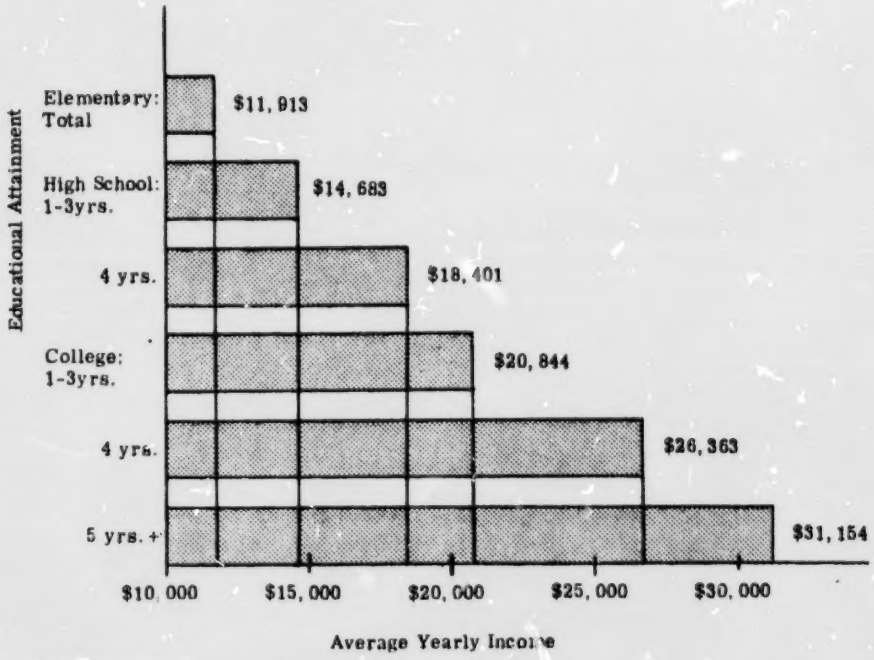
rate of high school dropouts is double that of high school graduates. On the other hand, college graduates and persons with advanced degrees are the most likely to be employed or, in other words, they have the lowest unemployment rate. It is noteworthy that even when their education does not directly apply to a particular job, college graduates are more likely to be hired than candidates with less education.[3]

Generally, it's the person with an education who is apt to have a job. Since the higher the education the greater the chance of being employed, it might be expected that educational attainment correlates positively with income. And it does.

Income and Educational Attainment

A person's earnings tend to rise along with a person's education. Table 2 shows the relationship between earnings and education.

Table 2. Average Yearly Income and Educational Attainment of Householders 25 Years and Older (1977)



Source: U.S. Bureau of the Census, Current Population Reports: Consumer Income, March 1979.

On the average, college graduates earn between 30 and 40% more than high school graduates. There are, however, many well-paying positions which do not require a college degree. In some occupations that don't require a degree, earnings have increased faster than those in jobs traditionally requiring a degree. It is likely that persons who earn higher incomes have obtained some type of education beyond high school. Technological advances have resulted in an increased

demand for persons with technical, vocational, and apprenticeship training. Related to this demand are the greater enrollments in public vocational schools, which have tripled in the last ten years, and the larger number of registrants in apprenticeship programs, which grew 40% in the last decade. The demand for people with these types of educational experiences is expected to continue to grow through the 1980's.[4]

It may be concluded that there is a relationship between the level of education a person has achieved and his or her employment status and income. Generally, as a person's education increases, so do the person's chances of being employed. Larger incomes also are related to higher levels of educational attainment.

Final Considerations

We have seen that employment potential, occupational choice and income are usually associated with an increase in educational level. It should be remembered that getting an education does not automatically result in wider occupational choice, higher income, and greater job satisfaction. These conditions tend to be present more frequently as education increases; that is, they correlate positively with higher educational levels. It cannot be concluded that they result from education. The existence of a relationship between two factors does not mean that one causes or predicts the other.

The presence of a positive correlation, however, lends support to CETA's emphasis on developing linkages between schools and CETA programs and on assisting CETA participants to earn educational credentials. An increasing interest in educational programs and in earning credentials is evident throughout the country. Currently,

many people are recognizing and responding to a need to further their education and are returning to school in unprecedented numbers. This wave of returning adult students may signal an even narrower job market in the future for those individuals who fall below the national average in educational attainment.

Notes

[1]U.S. Bureau of Labor Statistics, Occupational Outlook Handbook (Washington, D.C.: GPO, 1978), p. 26

[2]U.S. Dept. of Health, Education, and Welfare, The Condition of Education (Washington, D.C.: GPO, 1979) p. 29.

[3]U.S. Dept. of Health, Education, and Welfare, The Condition of Education, pp. 6-8.

[4]U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, pp. 26-27.

Chapter 3

EARNING HIGH SCHOOL CREDIT

To be eligible for a credit award at a secondary school, a student usually must have participated in a work program at least partially sponsored by the school.

No question about creditability arises when a student takes part in a school-sponsored learning program. These work experiences generally are woven into a larger learning experience. Often students formally prepare for the experience through a course or seminar and sometimes participate in a follow-up course or seminar.

Only a few schools offer credit for prior learning that has not included school participation. The potential increases greatly, however, when schools participate to some degree in the work experience. The form of participation might be joint sponsorship of a particular program or, in the absence of an organized program, participation on a less formal basis. An example of a program sponsored jointly by a school and some other agency would be a summer work program at a forestry preserve. Although the school is only a partial sponsor of the program, it's in a position of controlling the content and quality of the learning. If it wishes, the school can prepare students for the work experience and debrief them afterwards. It can also add components to the work experience that increase the learning potential.

When only one student is employed at an agency or business, school sponsorship may be too costly. However, it may be possible to gather several of these students scattered in various workplaces in a common

seminar or course that would make the work experience creditable.

Many agencies that operate summer work programs also employ CETA-eligible youth. The creditability of the experience in these programs could be enhanced by a school's participation. Other CETA work experiences also might be made more creditable if schools could be involved in them, whether they're summer jobs or after-school jobs during the academic year. It's possible that participation of a certified teacher and inclusion of sessions on employability skills could make the difference between a creditable experience and a non-creditable experience.

Below are three examples of CETA jobs that might earn academic credit if school participation were possible.

- Randy is a high school junior who works about 10 hours a week as an animal care aide at the local humane society. Randy grooms and feeds the animals, walks the dogs and cleans the cages. As training for the job, Randy received a week-long general orientation and reads an animal shelter manual and other literature about animals.

  Randy has learned how to groom animals, work with traps and describe animals for records. In addition, she has learned more general job skills, such as punctuality, dealing with people and job responsibility.

- Harvey is a high school senior who's a forestry worker in a summer work program. His job consists of clearing trails, trimming trees, clearing undesirable species from specific areas, posting signs, installing road gates, planting trees and building bridges across streams.

  Harvey has learned to use different types of saws, a post hole digger and hand tools. In addition, he's learned how to fell trees, set posts, read maps and read a forest. Harvey, too, has learned skills such as punctuality and completing an assigned task.

- Denise, a high school senior, has worked 40 hours a week over the summer as a clerk typist at an armed forces recruiting office. She'll continue working, but with reduced hours, during the school year. Her job consists of typing letters and forms, answering the phone, collating, compiling lists of potential

recruits and maintaining a file of informative literature. Denise also attended a career and job-finding seminar during the course of her job.

On this job Denise has learned about different filing systems and honed her typing skills. She also has learned more personal job skills, such as dealing with the public and communicating better with others.

All of the examples given above might earn high school credit if a school had been involved. School participation would guarantee the quality control that is so often mentioned by schools as a barrier to credit for prior learning programs. And if participating, schools are in a position to offer preparatory and/or follow-up courses or seminars. For instance, a certified teacher provided by the school might evaluate the student's performance during or after the work experience. Of course, the amount of control and supplementary activities would be up to each individual school. A high school's local vocational education coordinator can provide more specific information about the policies and procedures at a particular high school.

If a student drops out of high school, the path to a high school diploma is usually through the General Educational Development (GED) exam. The GED is a series of five tests--English, social studies, natural sciences, literature and mathematics. It's intended to measure the educational achievement of adults without a high school diploma and compare that achievement with the competence of high school graduates. A satisfactory score on the exam earns a GED certificate that's equivalent to a high school diploma. Work experience cannot be applied directly towards a GED although it may indirectly be of some help. However, experiential learning that occurred during high school age years occasionally may be creditable at a technical school or even at a college.

Chapter 4

EARNING POSTSECONDARY CREDIT

How do postsecondary schools assess learning attained through experience? Who does the assessing, using what criteria and procedures? Questions such as these need to be answered before a person can decide if he or she wants to seek credit for experiential learning and evaluate what the chances are of actually receiving a credit award.

No pat formula exists for earning or granting credit for prior learning. It should be stressed that credit is not awarded for work experience, but for the learning or skills acquired during a job experience. Assessment of learning is generally done on an individual basis. Some schools may recognize and grant credit for completing a particular training course at another school, at a company or in the military. But the usual procedure is highly individualistic. The evaluation needs to be done on a one-to-one basis to accommodate the variety of work experiences that can produce creditable learning.

Criteria for Credit

The main criterion for awarding credit for prior learning is how well what is learned on the job approximates what is learned in the classroom. The experiential learning may be equivalent to a course taught at the school doing the assessing. Or a degree of competency at a particular skill may be reached that indicates learning equal to classroom learning.

When assessing prior learning, school personnel look for certain elements in the experience that signal potential for a credit award.

College assessors generally look for different elements than do technical institutes, reflecting the different missions of these two types of educational institutions. For instance, college assessors may look for evidence of creativity, decision making and/or generalizability. Creativity may be expressed on the job by writing articles for publication, designing brochures, analyzing laboratory experiments or performing other tasks that require original thought. Decision making may be evident in making budget decisions or hiring and firing of personnel, for example. Generalizability refers to the ability to transfer what you've learned to other situations.

Technical school assessors may be more apt to look for evidence of skill development, use of equipment and frequency of task performance or length of experience. Skill development refers to learning how to type, weld or perform other skills and how well those skills are developed. Use of equipment refers to learning how to use equipment such as a word processor or lathe and the level of skill the person exhibits while using the equipment. Frequency of task performance or length of experience refers to whether the person has had enough experience performing a particular task to build an acceptable level of proficiency.

Assessment Procedures

Assessment procedures vary according to the particular school doing the assessing. Before the assessment procedure begins, the student has decided what kind of school would be more appropriate--a college or technical school--and has enrolled at the school. Schools will assess the creditability of experiential learning only for their own students. However, school personnel may consult with a potential

student and make an informal assessment of the possibility of a credit award. (The Granting Credit for Work Experience guide can tell you whom to contact.)

Some schools have a special credit-for-prior-learning office where all students begin the assessment procedure. At other schools, students are referred directly to faculty in the appropriate curricular area. Usually it is faculty who actually make any credit award. It may be one person or a faculty committee. Some schools even conduct a seminar to assist students in the assessment process.

The first step in the actual assessment procedure is to identify appropriate learning that resulted from the work experience. A job may involve many activities that are not considered learning. And among those activities that do result in learning, only a few, or perhaps none, are creditable.

The second step is to determine how the experiential learning relates to the school's curriculum. This is done by comparing the experiential learning to the objectives and content of the appropriate courses or programs of study.

Portfolio Development

Once appropriate learning has been identified, the student usually prepares a portfolio, a collection of evidence or documentation which faculty will review to determine if credit should be granted. The contents of the portfolio depend on what experiences the student has had. Especially at a college, the portfolio generally will begin with a written description of the activities engaged in, including their frequency and the learning that resulted. If appropriate, the portfolio also will contain samples of products, e.g., articles,

brochures, reports and forms. The portfolio could include a journal kept by the employee. If a journal or a file of work done is kept during the job experience, much less memory searching is required during the actual assessment. The portfolio also could include documentation, such as awards, certificates and letters of verification.

However, a portfolio is not always required. Performance of a skill may be sufficient. Or an examination may be required or allowed. Procedures vary across schools and within schools, depending on the nature of the learning.

Other Documentation

Experiential learning being assessed for credit usually needs to be documented and this documentation can take many forms. It may consist of an award, certificate or military document that indicates the learning that occurred. Or documentation could consist of a written description of the job, in which is demonstrated the learning that took place. A letter might be submitted by the job supervisor, verifying the learning that occurred. Or samples of products done on the job might be submitted.

One or all of these types of documentation might be required, or other types not covered here. The school needs to know that the student actually performed the tasks claimed and learned what is claimed to have been learned. It's up to the student to provide adequate information and documentation to verify his or her claims.

Examination is another method of documenting learning. Many colleges allow students to take a CLEP (College Level Examination Program) test or a "challenge" exam (created by faculty). Successful

performance on these exams results in a credit award. At several colleges, successfully passing a test is the only route to credit for prior learning. But at most colleges and technical schools that grant credit for prior learning, testing is one of several options for students who request credit for prior learning.

The assessors judge how much learning has occurred using the material provided by the student, e.g., job descriptions, product samples or test results. Assessors look for both the breadth and depth of learning.

After taking the student through the above procedure, or one similar to it, assessors make their decision about whether a credit award is merited, and, if so, how large a credit award. Educators involved with assessing prior learning report that often fewer credits are awarded than the student had hoped for. However, they also point out that any credit award, no matter how small, can be a large boon to the student in terms of motivation and time and money saved.

Building Creditable Learning

Although it's important to know about the criteria used to assess experiential learning, it is also important to know what components of a job experience tend to make the job more creditable. Some worksite practices may enhance the creditability of a work experience, both by helping the employee to learn more and also to more easily document that learning. Some practices that seem to promote on-the-job learning are (1) reading for the job; (2) structured formal training programs; (3) employee participation in seminars, workshops or classes; (4) effective personnel management; and (5) work incentive programs. Some practices that help the employee document learning

include (1) formal performance appraisal, (2) written company policies or procedures, and (3) thorough record keeping.

Employee Reading. Reading job-related books, technical manuals, journals, and textbooks can contribute to learning on the job. Examples of materials read by some CETA participants are textbooks on child care, psychology, and supervision, art journals, field guides, state and federal statutes, land use pamphlets, child guidance materials, books on crisis counseling and various machine operating manuals. Reading brings the learning experience closer to the traditional book learning of the classroom. Keeping a list of books and materials read and perhaps even keeping notes on the reading would make documenting the learning an easier task.

Structured, Formal Training Programs. Participating in a company sponsored training program can contribute to employee learning and make the job experience more creditable. A training program with a written curriculum or syllabus and which requires employees to read, study, write or produce something contributes to learning as well as to documentation of learning. A final examination or other evaluation will help a school assess the learning that has occurred.

Employee Participation in Seminars, Workshops or Special Non-Credit Classes. Some employees take part in seminars, courses or workshops that may last one or two days. CETA participants have attended bilingual language conferences, rehabilitation workshops, social service workshops, brochure design workshops, accounting seminars, child care non-credit courses and welding classes. This formal type of learning situation, combined with significant work experience, can contribute to development of skills and knowledge.

Effective Personnel Management. Employee development and learning seems more likely to occur when an employee's supervisor monitors skill development and provides regular feedback about performance. Supportive supervisors who provide information about classes, workshops, licenses, and other credentials that may pertain to job advancement can increase learning experiences for the employee. A supervisor who varies an employee's job duties, delegates responsibilities, and modifies the work experience in line with the employee's personal capabilities offers the individual an opportunity for growth and development. Breadth of experience seems to contribute to credit awards.

Work Incentive Programs. An established work incentive program at the work site can contribute to employee learning by financially rewarding job achievement, increased proficiency or other exemplary performance. In some work incentive programs, satisfactory performance on reading examinations, for instance, leads to raises and promotions. This type of practice could encourage employee learning.

Formal Review Procedures. Formal, written reviews of employee performance may provide information needed by schools in their assessment of learning. These reviews might occur at regular intervals and include a performance evaluation and an assessment of skills that have been refined or developed since the preceding review. For instance, educational assessment should be easier if a supervisor were to indicate particular competencies the employee had developed.

Written Company Policies and Procedures. A worksite's manual of policies and procedures may assist an employee in documenting job experience. Such manuals usually include descriptions of job

functions and activities and establish job performance standards by listing competencies for adequate and/or exemplary performance. Procedure manuals, job descriptions, and performance standards provide a framework for assessing the quality, depth, and complexity of the employees' experiences on the job.

Record Keeping. A comprehensive, detailed personnel file that reveals the breadth and depth of the work experience may contribute to documenting a work/learning experience. A file might contain records of classes or seminars attended, certificates awarded, performance appraisals, tests completed, offers to undertake special projects or more responsible duties, or evaluations of performance in these tasks. Employee-kept journals or daily logs would prepare an employee to participate in an assessment procedure.

Proprietary School Credit

Potential for earning credit for experience also exists at Wisconsin's proprietary schools. These private schools specialize in programs such as electronics, business, broadcasting, art, truck driving, aviation, nursing, and machine, technical and industrial trades. Programs of study at proprietary schools vary as much as at colleges and technical schools. Policies and procedures for awarding credit for prior learning are as individual as at colleges and technical schools.

What has been said about earning credit for experiential learning at the postsecondary level also can be applied generally to proprietary schools. They use the same criteria, accept the same types of documentation and look for the same competency-building activities.

A proprietary school may be just the ticket for a CETA worker who wants a marketable diploma in the shortest possible time. Proprietary schools generally are open to credit for prior learning and have good placement rates. They present promising opportunities for linking education with CETA work experience.

Chapter 5

CREDIT POTENTIAL OF SELECTED CETA JOBS

This section presents actual case studies taken from a survey of 200 CETA employees. It should be pointed out that none of these cases actually have been assessed by personnel at postsecondary institutions. The examples selected represent CETA jobs that were felt to have potential for academic credit. This collection of examples stops far short of touching all the jobs with potential for generating credit. However, these examples demonstrate the range of jobs held by CETA employees and the variety of work and learning opportunities dispersed among CETA jobs. Some examples of jobs with little or no potential for credit were included to show that not all learning is creditable. The examples also show that there are more similarities than differences between CETA and non-CETA jobs. The range of jobs, the variety of job activities and the similarities between CETA and non-CETA jobs all reinforce the need for considering experiential learning on an individual basis.

The case studies are listed according to the nine occupational codes included in the Department of Labor's Directory of Occupational Titles (DOT). Generally one example is included in each occupational category; however, two examples were included in each of the first two occupational categories to reflect how these categories might include jobs that generate credit at a college and jobs that generate credit at a technical institute.

Professional, Technical and Managerial/Clerical and Sales

Two categories of workers that hold good potential for applying job-learned knowledge and skills to earning academic credit are the professional, technical and managerial occupations and the clerical and sales occupations. The greatest potential for credit at the college level lies within the professional, technical and managerial category. The clerical and sales occupations lend themselves more to credit awards at a technical institute. However, this is not exclusively so. Many clerical and sales jobs contain components that may be creditable at the college level and the reverse is also true. Some activities associated with professional, technical and managerial occupations are appropriate to the technical institutes.

A survey of professional, technical and managerial occupations reveals a wide spectrum of job titles: teacher aide, public relations intern, draftsman, economic development intern, media aide, personnel specialist, public health intern, water quality specialist, sewer inspection aide, and counselor coordinator. Of course, this list is just a sampling of titles found in the category.

Employees in jobs such as these may supervise other employees, teach or train others, plan work schedules, do extensive writing, manage a budget, hire and fire, or give lectures or workshops.

Clerical and sales occupations include administrative secretary, clerk-typist, key puncher, library technician, fuel assistance program interviewer, cashier, tools and material coordinator, and home repair coordinator. Some activities of these jobs are operating general office equipment, filing, correcting grammar and spelling, greeting visitors, data processing, managing budgets, composing letters, keeping personnel records and setting up filing systems.

Job Title: Assistant Volunteer Coordinator
Occupational Category: Professional, Technical and Managerial
Potential for Credit Mainly at a College

Ruby

Ruby assists with coordination of volunteers at a mental health center. The majority of her duties fall into the professional, technical and managerial category, although some of the activities could be classified as clerical.

Ruby recruits volunteers for the health center and interviews potential volunteer workers. She also solicits donations and organizes fund-raising projects. As part of her job, Ruby designs brochures and writes newspaper articles.

Ruby performs job activities that are recognized as sometimes leading to a credit award. These activities are planning work schedules, supervising other employees, writing extensively, dealing with local governments and training others.

Ruby reads trade journals and has attended job-related workshops and seminars.

Because of her experience on this job, Ruby has decided to pursue a career in the human services field. This decision most likely would motivate Ruby to seek credit for her job experience more so than another, less directed worker.

Ruby's writing and designing activities might enable her to receive credit in public relations, communications or graphic arts, depending on the quality, quantity and breadth of her work. To show what she has learned, Ruby needs to document her learning. The writing and designing activities can be documented by providing samples of articles written and brochures designed.

Recruiting and interviewing volunteers, organizing fund-raising projects and soliciting donations might be creditable in a business department. Documenting this learning might require writing a description of what's involved in these procedures and the part Ruby played in their completion. Ruby might also need a letter of verification from her employer indicating agreement with Ruby's assessment of her function. Ruby might also be asked to describe her activities in an oral interview.

The seminars and workshops Ruby attended might be documented by a certificate of completion plus a syllabus of the sessions. Reading trade journals may or may not increase creditability, depending on the content and depth of the journal articles. Ruby might be asked to supply sample journals and to write a paper in which she shows the depth and breadth of her knowledge and understanding of the field.

Job Title: Preschool Lead Teacher
Occupational Category: Professional, Technical and Managerial
Credit Potential Mainly at a Technical Institute

Oliver

Oliver works as a lead teacher at a day nursery school. He supervises children daily, tells them stories and teaches them how to write, to identify colors and about safety. Oliver also plans games, motor activities and art activities. In addition, he helps children with their show-and-tell presentations.

Oliver's job includes activities that sometimes signal potential for a credit award. These are planning work schedules, supervising others and teaching others.

Job training included reading materials on child development and creative activities and a two-week training period.

What Oliver has learned in his job as lead teacher might earn him credit in a child care program at a technical institute. Such a program may have courses in child behavior, creative activity, basic psychology and other subjects that may be similar to what Oliver has learned on the job. Internships are sometimes a part of child care programs. Oliver's experience may be sufficient to substitute for such an internship.

To document what he's learned, Oliver might submit samples of curriculum plans that he's formulated. He might be required to write a paper to show his comprehension of child psychology and principles of teaching. He could be required to demonstrate in writing how he has applied what he has learned in the textbooks.

Oliver has decided to pursue a career in child care and plans to enroll at a technical institute at the beginning of the next term. Demonstrating that the learning he acquired on the job is equivalent to some of the learning that's included in a child care program can reduce the time and expense required to complete the program of instruction. Even a minimal credit award can be well worth the effort involved in an assessment procedure.

Job Title: Home Repair Coordinator
Occupational Category: Clerical and Sales
Potential for Credit Mainly at a College

Eloise

Eloise coordinates projects for a nonprofit agency that repairs homes of needy people in the community. Her job is within the clerical and sales category, but many of the job activities appear potentially creditable at the college level.

As part of her job, Eloise writes letters and newspaper and radio advertising. She also designs pamphlets and posters. Managing personnel records is also part of the job. In addition, Eloise is in the process of setting up a similar program in a nearby community.

Job training includes reading professional journals and magazines and job-related workshops.

Eloise's writing activities might be equivalent to the writing taught in a business communications course and her art work could have potential for earning some art credit. However, occasional writing or designing probably would not merit a credit award. The experience must be broad enough, lengthy enough and at an adequate level--as determined by those assessing the learning--to warrant a credit award. Documenting this learning might include submitting samples of writing and artwork done on the job. Eloise could be asked to write or design something especially for the assessment procedure.

Successfully establishing a similar program in another community requires a good deal of organizational skills. The skills Eloise uses for this project may parallel the skills taught in a business administration course. A written, detailed explanation of the steps she took and the procedures she used could document her skill in this area.

Certificates of completion and copies of the syllabi should document what Eloise learned in job-related workshops. She might also be asked to demonstrate this learning in an interview with a faculty member. Writing a paper might be required to show her understanding of the information contained in the professional journals and magazines Eloise reads for her job.

Job Title: Clerical Trainee
Occupational Category: Clerical and Sales
Potential for Credit Mainly at a Technical Institute

Roscoe

Roscoe is in a clerical training program at a curative workshop. Since beginning this job, Roscoe has learned accounting procedures, how to type, and how to operate a dictating machine and a calculator.

The reading Roscoe does for his job includes a typing manual, an accounting workbook, a payroll book and books on filing.

The skills Roscoe has learned on his job are the types of skills often taught at technical schools. What he needs to do is demonstrate that what he has learned is equivalent to some of the learning acquired in a technical school clerical program. Documenting the learning might begin with a detailed description of his job activities. It might continue with a typing test that would demonstrate the speed and accuracy Roscoe has attained. Machine operation could also be documented through a performance test, or the school may require a letter from Roscoe's employer verifying how often Roscoe has operated the calculator and dictating machine and his level of proficiency in their use. Accounting procedures often vary from worksite to worksite; so in addition to documenting what he has learned on his present job, Roscoe probably would be required to show his knowledge of other bookkeeping methods and their application. This might be done through a written or oral examination.

Roscoe's reading will probably add to the creditability of his learning because this usually brings about wider knowledge than that attained solely by working at one job site.

Through this job Roscoe has developed an interest in clerical work and plans to remain in the field. After two more months of training, he'll look for a permanent clerical job. If he were able to use this job experience to earn even a few of the credits needed for a clerical degree and then complete the degree, Roscoe's job hunting might be made easier.

Machine Trades/Benchwork/Structural Work

The machine trades, benchwork and structural work occupations tie in well with industry and trades programs at technical institutes. Many of the skills taught in these programs can often be learned on the job.

Machine trades include a variety of job titles, among them coin machine mechanic, machinist, printer, machine operator and mechanic.

The benchwork category includes assembly workers, electronics technicians, hand sewers, lens technicians and workshop aides.

The structural work occupations include job titles such as carpenter, welder, painting and cleaning worker and weatherization worker.

These three job categories contain many different types of jobs and consequently employees learn a diversity of skills. They may learn to read blueprints, set up machinery, use specialized instruments to check machinery, do layout work or perform minor maintenance on machinery.

Job Title: Mechanic
Occupational Category: Machine Trades
Potential for Credit Mainly at a Technical Institute

Bruno

Bruno is a mechanic at a service station. He repairs tires, repairs and replaces brakes and exhaust systems, adjusts carburetors, steering and suspension. He also greases wheel bearings and repairs electrical systems.

In addition, Bruno has learned how to set up a surface grinder and how to clean and perform minor maintenance on the machine. He also uses mechanic's tools daily, e.g., a hydraulic lift, a tire machine, an air compressor, air wrenches, chisels and grease guns.

Bruno has read books on auto repair, service manuals and a trouble-shooting guide. He has also participated in a three-hour electronic ignition seminar and demonstrations of specialized equipment at the shop. Training for his job occurs in an apprentice-type situation with a master mechanic.

The skills Bruno is learning on the job seem to be similar to some of the skills learned in an auto mechanics course at a technical institute. If Bruno enrolls and can show that what he has learned is equal to what is learned in some of the auto mechanics courses at his school, he may be able to earn some credit.

To document his learning, Bruno might begin with a detailed description of what his job entails. It might include the different types of mechanical work he has learned, how often he has performed them and how many different types of cars he has worked on. This would also include the various equipment he uses and the training he's received. Compiling this information day by day as the work is performed would make the task much easier.

Bruno might be able to prove his skill by taking a proficiency exam in which he's actually asked to perform these skills. He probably also would be asked to provide a letter from his employer verifying Bruno's proficiency level in these mechanical skills and how widely he's practiced them.

Bruno's reading and job-related seminars in themselves probably would not be creditable. However, when combined with other learning, might enhance the total credit potential.

Job Title: Electronics Technician
Occupational Cetegory: Benchwork
Potential for Credit Mainly at a Technical Institute

Minnie

Minnie is an electronics technician at a repair shop. She has learned to recondition black-and-white television sets, changing the picture tube, cleaning the inside parts of the TV, and checking for shorts in the circuit board. She also is learning to repair radios and stereos and goes on house calls to repair black-and-white TV's.

Equipment used by Minnie on her job include an ohm meter, tube tester and restorer and a color generator.

She reads pamphlets, a 10-volume self-study Army course on electricity, a 15-volume electronics and electricity course that deals with refrigerators, washers and dryers, and an RCA publication about trouble shooting on color TV sets.

Minnie's training is an apprenticeship. She has almost completed learning about black-and-white TV and is now learning to work on color TV's. She also will learn to repair stereos, radios and citizen band radios.

Minnie says she likes the electronics repair business and would like to stay in the field. She has inquired about enrolling at the local technical institute and plans to begin studying next term. If she can show how what she has learned on the job parallels what is learned as part of a school electronics course, and is able to receive credit for that learning, Minnie can slightly shorten her course of study.

To document her learning, Minnie first might be required to describe her job activities in detail. She also may be required to demonstrate her knowledge of electronics by performing several tasks and writing an exam that covers essentially all the material included in a particular course.

It appears that Minnie has access to a great deal of written material--self-study Army course, RCA service manuals and other electronics information. If this material corresponds to information taught at the school, demonstrating her knowledge and understanding of the material--perhaps by writing a paper--might lead to greater potential for a credit award.

Job Title: Welder
Occupational Category: Structural Work
Potential for Credit Mainly at a Technical Institute

Jeremiah

Jeremiah is a welder at a large manufacturing company. He uses a variety of welding equipment in vertical, horizontal and overhead positions. As part of his job, Jeremiah sometimes sets up an engine lathe, milling machine and drill press. He also can read a blueprint, do layout work, use a gauge to check measurements, and clean and perform minor maintenance on the machines he uses.

Jeremiah also reads welding codes and specifications, blueprints and structural drawings and machine maintenance manuals. His training has been on a one-to-one basis for a year and should continue for some time longer.

Jeremiah says he wants to stay in this line of work for the next 15-20 years and has considered attending school to formalize his training, but doesn't want to completely sacrifice job for school. The total amount of time he would need to spend in class might be shortened slightly if he could receive credit by showing that his on-the-job training was equivalent to in-class training. He would need to document what he's learned, perhaps by an exam for which Jeremiah performs at an acceptable skill level the same welding tasks that are assigned in class. His performance could be verified by a letter from the employer that describes the breadth, frequency and skill level of Jeremiah's job activities. Jeremiah's ability to read blueprints and do layout work also contributes to the credit-earning potential of his on-the-job learning. Documenting that learning, perhaps by describing, either verbally or in written form, layout work he's done and how he reads blueprints, would demonstrate his competency to whoever assesses prior learning.

Agricultural, Fishery, Forestry and Processing

The agricultural, fishery and forestry occupations and processing occupations would find the best opportunities for translating work experience into academic credit at the technical institutes. However, opportunities may also exist at colleges. Many technical institutes teach some of the same skills that sometimes are learned on the job.

Some jobs included in the agricultural, fishery, forestry and related occupations are animal husbandry, arboretum work, forestry and conservation work, guiding tours, splitting logs and groundskeeping. Some activities associated with jobs in this category are classifying what the employee works with, practicing conservation techniques, sampling, taking surveys, and working with chemicals.

Processing occupations include lift drivers, sausage makers, spice mixers, casting molds workers and service station attendants.

Job Title: Environmental Aide
Occupational Category: Agricultural, Fishery, Forestry and Related Occupations
No Potential for Credit

Georgina

Georgina works as an environmental aide at a forest preserve. On her job, Georgina prepares for school groups who want to learn about timber management and forest conservation. On days when there are no school groups, she performs some clerical duties, such as typing, and some field work, such as logging trees.

Georgina has learned to use a variety of equipment for her job, including a hand saw, timber carriers, borer, scale sticks, clinometer and audiovisual equipment.

Georgina also reads materials on environmental education, forest management, outdoor recreation, nature interpretation and maple sugaring.

As it now exists, Georgina's job probably would not be creditable. However, as Georgina develops further, the job may have some credit potential. For example, developing presentations for the student groups and teaching them about timber management and forest conservation might have credit potential. Demonstrating her presentation to those assessing her prior learning would show Georgina's knowledge of the field and her ability to draw that knowledge together into a teaching module.

Job Title: Spice Mixer
Occupational Category: Processing
No Potential for Credit

Bertram

Bertram is a spice mixer at a meat processing plant. He weighs and mixes the spices that go into various types of sausages. In addition, Bertram cleans the laboratory and has learned to operate a Hobart analyzer, a machine that analyzes the fat content of meat.

When Bertram began working at the meat processing plant, he received a week's training to teach him the job.

Bertram's job holds little, if any, potential for earning credit. The spice mixing activities, while perhaps part of a meat processing course, would not be a sufficient portion of the course to earn credit. Although training courses are often creditable, the training Bertram received was short and taught him only how to handle his present job, which does not hold credit potential. The Hobart analyzer that Bertram has learned to operate is a fairly simple machine and doesn't require a high level of skill.

Service/Miscellaneous

Service occupations would find the greatest potential for earning academic credit at the technical institutes.

Some job titles within this category are dietary aide, barber, food service worker, meat cutter, gallery guard, assistant building engineer, child care worker and housekeeper. As can be seen from this list, job titles within this category are quite diverse. Consequently, a list of creditable job activities that might apply to this category was not developed. Each job has its own particular activities that may be creditable. The miscellaneous category is even more diverse than the service category. It consists of all those job titles that didn't fit into any of the other eight categories. A few examples of job titles in the miscellaneous category are bookmobile driver, materials handler, silk screening aide, packager, assistant flash operator, road maintenance worker and human service aide. No list of creditable job activities has been compiled for the miscellaneous category because of its diversity.

Job Title: Firefighter
Occupational Category: Service
Potential for Credit Mainly at a Technical Institute

Priscilla

Priscilla is a firefighter trainee with a community fire department. She goes on fire runs with other department personnel and performs maintenance on trucks, the building and the grounds. She's learned about truck engines, chemicals and how to fight fires.

The equipment Priscilla has learned to operate includes chain saws, fresh air breathing apparatus, portable pumps, generators, hoses, hand tools, and truck mechanic's tools.

What Priscilla has learned as a firefighter trainee are many of the same skills taught in the fire science programs at some technical institutes. Some of the technical schools accept into their programs only people who have been hired by a fire department as a trainee. But this isn't always the case. If Priscilla can show she possesses some of the same knowledge and skills taught in a fire science program, she may be able to earn some credit for her learning.

Writing a paper explaining uses and effects of firefighting chemicals and other techniques might be required to document Priscilla's learning.

APPENDIX A

CETA in Wisconsin

Ten PRIME SPONSORS (PRIMES) receive CETA funds from the federal government for employment and training activities. Nine Primes are individual counties or groups of counties which may design and implement programs or subcontract them. The tenth Prime is the Balance of State.

The BALANCE OF STATE (BOS) is a group of 49 Wisconsin counties. CETA employment and training functions for the BOS are administered by the Division of Employment and Training Services Office in Madison.

The DIVISION OF EMPLOYMENT AND TRAINING SERVICES (DETS) subcontracts BOS activities to Program Agents. PROGRAM AGENTS are individual counties who may subcontract activities to Program Operators. PROGRAM OPERATORS are agencies, community action projects, or organizations that design and implement employment and training programs.

CETA activities in Wisconsin are monitored by the STATE EMPLOYMENT AND TRAINING SERVICES COUNCIL. This council reviews, coordinates and assesses Wisconsin CETA programs. It is composed of representatives from state agencies, local governmental units and the general public. The administrative staff for the council is the Governor's Employment and Training Office.

The GOVERNOR'S EMPLOYMENT AND TRAINING OFFICE (GETO) administers state CETA programs and Special Governor's Grants. SPECIAL GOVERNOR'S GRANTS are awarded for proposals which contribute to GETO employment and training activities and to their coordination with vocational education programs in Wisconsin. Questions about CETA in Wisconsin may be referred to GETO in Madison.

APPENDIX B

A CETA Glossary

AWE - Adult Work Experience

BOS - Balance of State

CAP - Community Action Program

CBO - Community Based Organization

CETA - Comprehensive Employment and Training Act

DILHR - ("diller") Department of Industry, Labor and Human Relations

EDP - Employability Development Plan

GETO - Governor's Employment and Training Office

JETS - Job Enrollment for Targeted Segments

LEAP - Local Employment Area Program

OJT - On-The-Job Training

PSE - Prime Service Employment

PRIME - Prime Sponsor

PSIP - Private Sector Initiative Program

STIP - Skilled Trades Improvement Project

SYEP - Summer Youth Employment Programs

YETP - Youth Employment and Training Programs

YCCIP - Youth Community Conservation and Improvement Programs